

**STATE BOARD ADVISORY PANEL  
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at Balsz School District, 4825 E. Roosevelt, Board Room, Phoenix, AZ on November 15, 2005, from 9:00 a.m. to 3:00 p.m.

Members Present

J'Anne Affeld  
Johanna Bookbinder  
Susan Douglas, Co-chair  
Molly Dries  
Phyllis Green  
Kathleen McCoy  
Kathy McDonald  
Mattie McVey  
Kimberly Peaslee  
Terisa Rademacher, Co-chair  
Tona TreeTop  
Kay B. Turner, Vice-chairperson

Others Present

Lynn Busenbark, ADE/ESS  
Joanne Phillips, ADE/ESS  
Jeannette Zemeida, ADE/ESS

Members Absent

M. Diane Bruening  
Rebecca Hall  
Erik Jensen  
Megan McGlynn  
Sue Tillis  
Marta Urbina

Minutes Approved (As Read)(As Amended)

Chairperson: \_\_\_\_\_

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Terisa Rademacher, Co-Chairperson, called the meeting to order at 9:11 a.m.	1. None
2. Approval of September 13, 2005 minutes	Phyllis Green made a motion and seconded by Kimberly Peaslee to approve the minutes of the September 13, 2005 meeting.	2. Motion carried
3. Public comment.	Susan Douglas welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed.	3. None
4. Panel Business	<p>Ms. Rademacher announced the resignation of Sandra Dean, who represented Foster Care. Due to a job change, Ms. Dean no longer qualified for her SEAP position.</p> <p>The Panel discussed the continued absence of Marta Urbina, who serves as a "Parent of a Child with a Disability". Ms. Rademacher reviewed her attendance record for the last 3 years and the Panel went over the Bylaws regarding attendance. Kay Turner reported that she had made several unsuccessful attempts to contact Ms. Urbina. Susan Douglas made a motion and seconded by Molly Dries to send a letter to Ms. Urbina regarding her continued participation on the Panel. The motion was carried unanimously.</p> <p>The Panel targeted a possible meeting with the Interagency Coordination Committee (ICC) on March 7. The ICC is scheduled to meet on March 9, so there may be a date change if the groups can meet.</p> <p>Ms. Rademacher and Ms. Douglas reminded the Panel that they needed to be careful about the content of e-mails sent regarding SEAP business so that Open Meeting Laws were not violated.</p>	4. Motion carried
5. State Performance Report	<p>Dr. Lynn Busenbark, Director of Program Support/ESS (Exceptional Student Services), provided the Panel with a document entitled "Improvement Activities, Timelines and Resources" The report represented activities proposed by ESS staff for the State Performance Plan indicators. Dr. Busenbark asked the Panel for feedback on additional activities that they would like to include in the report.</p> <p>Dr. Busenbark led the Panel through the proposed activities under each indicator and asked Panel members to suggest additional activities.</p> <p>Discussion points included:</p>	5. Update

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	<p>Indicator 1: Graduation Rate Vocational and technology training</p> <p>Indicator 2: Dropout Rate Special education student graduation rates versus regular education rates Reasons for dropping out Future recommendation of counting GED as a diploma in graduation rates Difficulty of tracking students when they leave a school.</p> <p>Indicator 3: Participation and Performance on Assessments How do we get students to perform better? Possible glitches in ADE tracking system Stop teaching what isn't important or what isn't tested</p> <p>Indicator 15: Effective Corrective Action Monitoring/Premonitoring; Consequences of being out of compliance</p> <p>After the Panel finished reviewing all indicators Dr. Busenbark announced that their part in the SPP was completed.</p>	
6. Exceptional Student Services	<p>Joanne Phillips, Deputy Associate Superintendent, ESS, updated the Panel on ESS activities.</p> <p>Dolores Ratcliff, Program Specialist for ESS and RTI co-chair recently fell at a school and broke her right wrist and injured her left elbow. Aanya Rispoli, the other co-chair for RTI will keep the training on track while Ms. Ratcliff recovers.</p> <p>The Assistive Technology Board rules were stipulated to be written by August 1; however this has not been completed yet. froma Cummings has been trying to get this moving forward. At this point the draft has not been written.</p> <p>Ms. Cummings has been very active in contacting vendors to get technology on state contract so that LEAs will be able to purchase assistive technology.</p> <p>ADE/ESS has put out a second RFP. Southwest Human Development was awarded part of the RFP for assistive technology. They could not respond to all of it. There is another company that is interested in bidding that will be able to address the training piece of the RFP. A lot of their training is on-line.</p> <p>House Bill 1352 has been incorporated into 15-701.O.1-3. It states that "if a child is on an IEP or a 504 plan, they are exempt from having to pass the AIMS (at the 10<sup>th</sup> grade level to get a</p>	6. None

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	<p>diploma) unless they are functioning at grade level in a specific academic area and the IEP team then writes into the IEP that they need to pass the AIMS in that particular content area.” Example: a child who is LD in math only, but is functioning at grade level in reading and the written language – the IEP may consider that the child needs to pass the AIMS in reading and written language (because that’s not the disability area), however, if they fail to put that the child needs to pass the AIMS in those areas, the child does not need to pass the AIMS in an area in which he does not have a disability. The Panel discussed the incongruity of this rule. There is concern that students on IEPs or 504 plans will not be motivated to pass the AIMS, even in areas where they do not have a disability. This could have long-reaching effects on students and schools.</p> <p>Miriam Podrazik reported that ADE/ESS has a contract with NAU to coordinate dialogue between all three state universities to look at a curriculum for Autism. This is in the planning stages right now. ADE hopes to have a curriculum ready by Fall 2006. The State would also like to see courses held on-line as well so that rural communities can take advantage of the program.</p>	
7. Cross-Categorical and Speech Certifications	<p>Ms. Phillips introduced Miriam Podrazik, CSPD Director, ADE/ESS and Gail Bornfield, retired special education director, who agreed to assist in the Certification revisions.</p> <p>Ms. Podrazik and Ms. Bornfield started their presentation by going through the process and what the main issues were.</p> <p>Ms. Bornfield reported that the committees started the recertification process in April 2005. The committee for the Cross-Categorical certification consisted of 16 members. The Speech/Language Pathologist certification committee consisted of 30 members. Ms. Phillips gave each committee an orientation before they began their work. Each committee had several day-long meetings in order to come up with their recommendations for changes to the certificates.</p> <p>The biggest change recommendation to the Speech/Language certificate was to break it into 2 certificates. To get the first certificate the applicant needs to have a Master’s degree. To get the second certificate the application would need to have a Bachelor’s degree. Due to the shortage of speech/language pathologists in the schools the committee finally agreed to the Bachelor’s degree certificate. The clinical clock hours for each certificate were not reduced.</p> <p>The biggest change recommendation to the Cross-Categorical certificate was the addition of autism and brain injury to the description.</p> <p>Ms. Phillips explained a few more of the changes to the certificates.</p>	7. Motion carried

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	<p>The intent of the Speech-Language certificate revision was to improve the situation and not sacrifice quality. Currently, the nationally-recognized certification test for speech-language is not recognized in Arizona. So, an individual who has passed the Praxis exam for pathologists has to take the Arizona exam in order to practice in Arizona.</p> <p>The Speech-Language certificate is being moved from the domain of a teaching certificate and putting it into the domain of a professional certificate, such as a psychologist.</p> <p>Ms. Phillips went over changes to verbiage for the Cross-Categorical certificate. The changes should clear up the confusion of current language. Other than adding autism and traumatic brain injury, most of the language for the certification requirements will be the same.</p> <p>Once SEAP approves the recommendations, they are taken to the Certification Unit; from the Certification Unit the recommendations will go to the State Board. There will then be a 90-day public hearing period. After the public has had to the opportunity to comment on the changes the State Board will vote on the recommendations.</p> <p>J'Anne Affeld made a motion and seconded by Kay Turner to send a letter of support for the recommendations. The motion was carried unanimously.</p>	
8. Post-School Outcomes	<p>Ms. Rademacher reported on the recent activities of the Post-School Outcomes Committee. Ms. Rademacher and Diane Bruening were invited to sit on the committee as representatives of SEAP.</p> <p>The biggest issue that the committee is dealing with is how to track students once they leave school. Since agencies use different identifiers for the students, the committee could not find an easy way to use information from other agencies.</p> <p>IDEA 2004 requires that schools begin collecting student outcome data with the graduating class of 2006. The schools will need to begin collecting the information in 2007 and will need to report it to the Office of Special Education Programs (OSEP) for the first time in 2008. Schools will need to ask 2006 graduates for projected contact data so that they can be contacted the following year.</p> <p>States can use a rotating cycle – 1/6 of the districts will need to collect the data each year. However, districts with more than 50,000 special education students will need to report each year. The 1/6<sup>th</sup> data pool must be representative of the state with regards to geographic location and disability.</p>	8. None

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	The committee is trying to brainstorm ideas on who will collect the data. There is a possibility that the state can tie this into the monitoring cycle.	
9. Subcommittees	<p>Ms. Rademacher reviewed the goals of each subcommittee and went over the subcommittee members.</p> <p><i>Group 1: Compile and disseminate information about effective instructional practice</i> (Members: Kay Turner; Diane Bruening; Kathleen McCoy; Megan McGlynn)</p> <p><i>Group 2: Create operational procedures that support clear communication</i> (Members: Kathy McDonald, Johanna Bookbinder, Eric Jensen, Sue Tillis, Mattie McVey Lord)</p> <p><i>Group 3: Develop effective recommendations specific to special education issues</i> (Members: Phyllis Green; Marta Urbina; Tona TreeTop; Molly Dries, J'Anne Affeld, Rebecca Hall)</p> <p>Ms. Rademacher will e-mail each person his or her subcommittee assignments.</p>	9. None
10. Next meeting and agenda items.	<p>The following items were proposed for the agenda for the January 17, 2006 meeting:</p> <ul style="list-style-type: none"> <li>◆ GED -- Karen L. (Adult Ed)</li> <li>◆ Graduation – Lynn Busenbark</li> <li>◆ Due Process Issues – Kacey Gregson</li> <li>◆ Accommodations – Kelly Powell (Madison)</li> <li>◆ Joint Meeting with Interagency Coordination Committee Discussion (ICC)</li> <li>◆ Subcommittees</li> </ul>	10. None.
11. Adjournment	Seeing no further business, Ms. Rademacher adjourned the meeting at 2:40 p.m.	11. Adjournment.